

School: _____ Review Date(s): _____

**Materials Needed for
Civil Rights Compliance Review**

The following materials, documents, and records should be available for the auditors to review while on location during the on-site visit. It will be helpful and appreciated if the documents are labeled by the exhibit number and arranged in the order listed. Some documents may be used for more than one exhibit.

Exhibit A – Policies and Procedures

A-1	District Policy Handbook with nondiscrimination policies, procedures and statements marked and/or tabbed. (Each policy should have a board adoption date.) (This is considered the <i>Continuous Notice of Non-Discrimination</i>)
A-2	Copies of student, staff, and faculty handbooks. (High School or Postsecondary)
A-3	Course catalogs/course offerings booklet, other written communications/selected notices, recruitment materials for students and employees that contain or address policies of nondiscrimination.
A-4	One copy of current newspaper/magazine articles, newsletter/memoranda, bulletin/postings or other written communications or materials for students, parents, employees, and unions that contain or address policies of nondiscrimination and complaint procedures.
A-5	Publications that contain the name, office address, telephone number and email address of the coordinator(s) for Title IX and Section 504.
A-6	Evidence that LEP/ELL students and their families have received public nondiscrimination notices.
A-7	Grievance procedures for both students and employees.
A-8	Description of discrimination complaints from students or parents from the past 3 years.

Exhibit B - Career and Technical Education Opportunities

B-1	Public notification issued prior to the beginning of the current school year such as newspaper/newsletter articles that are used to inform the general public of program offerings in career and technical education and that these opportunities are offered without discrimination. (This is considered the <i>Annual Notice of Non-Discrimination</i>)
B-2	Admission policies and prerequisites for career and technical education courses and programs. (This information may be in student handbooks or catalogs.)
B-3	Admission policies and prerequisites for career and technical education courses and programs that are written in a language other than English.
B-4	Examples or descriptions of other provisions made or steps taken to open all career and technical education courses and programs to LEP/ELL students, such as: brochures, pamphlets, posters, bulletins, memoranda, display or bulletin boards, etc., especially designed for LEP/ELL students.
B-5	Description of the education and training provided to staff responsible for ensuring that the materials and activities used to promote career and technical education courses and programs are free from bias and stereotypes.

Exhibit C - Counseling and Promotional Materials

C-1	Description or exhibits of pre-enrollment counseling provided to students.
C-2	Description of the education and training provided for those staff responsible for ensuring that counseling materials and activities are free of bias and stereotypes based on race, color, national origin, sex, or disability.
C-3	Description of methods used to eliminate stereotypes or limitations based on race, color, national origin, sex or disability in school promotional materials and activities.
C-4	Examples of materials used for counseling, promotional and recruitment efforts including brochures, posters, pamphlets, etc.
C-5	If district has disproportionate enrollments in courses and programs, provide description of the steps taken to ensure that this is not due to discrimination, bias or stereotyping in counseling activities.
C-6	Description of the means used by counselors to communicate with national origin minorities and hearing impaired students.
C-7	Description of the ways in which all guidance and counseling services are provided to LEP/ELL students and students with disabilities.
C-8	Identification of interpreter or other aids or services used to communicate with LEP/ELL national origin minorities and hearing impaired students.
C-9	Description of steps taken to provide students of all races, both sexes and the disabled with information concerning career options. (This may include a list of any role models, such as guest speakers, or other special resources used.)

Exhibit D - Limited English Proficient/English Language Learners (LEP/ELL)

D-1	Written procedures/methods used to identify and assess LEP/ELL students.
D-2	Description of district special programs and services provided to LEP/ELL students.
D-3	Description of how the district provides LEP/ELL students with translation services.
D-4	List of any language-related support services or other activities that are provided to LEP/ELL students to assist them in participating in career and technical education programs.
D-5	If the district has at least 5 ELL students, provide examples of information published in languages other than English (i.e., nondiscrimination policy, grievance procedure, course descriptions, financial aid information, applications, public notifications, etc.).

Exhibit E - Financial Assistance

E-1	A list of prizes, scholarships, grants, etc., available to students, the criteria used to select the recipient, and how school staff assist in the selection process.
E-2	Description of how opportunities for financial assistance are disseminated to LEP/ELL students and their families.
E-3	Examples of pamphlets, brochures, newsletters, newspaper articles, posters, bulletins, memoranda, etc., which include notification of opportunities for financial assistance.
E-4	Materials or documents, including notifications of opportunity for financial aid that are written in a

	language other than English.
E-5	District-generated application form(s) for financial assistance. (DO NOT include FAFSA forms.)

Exhibit F – Students with Disabilities

F-1	A summary of the students with disabilities enrolled in regular and special needs programs. This may include a breakdown by educational environment.
F-2	Description of criteria used to determine eligibility for admission to all courses and programs available through the district.
F-3	Description of any special admission requirements for students with disabilities, LEP/ELL students and other students based on protected class status.
F-4	Written procedures and methods used to identify and assess students with disabilities.
F-5	Description of special services or programs provided to students with disabilities.
F-6	District Special Education Plan.
F-7	Description of dates of modifications/additions to instruction program equipment or physical facility.

Exhibit G - Student Employment and Training Programs

G-1	School policies on participation in work-based learning programs. (This may be included in student and/or parent handbooks, training agreements, or curriculum guides.)
G-2	A roster of participants identified by race, sex, disability and LEP/ELL, in grades 9-12 enrolled in all work-based learning programs (including cooperative education, certified skill standards, youth apprenticeship, work experience and work study).
G-3	Description of steps taken to ensure that students are not discriminated against in all work-based learning programs.
G-4	Written agreements used with employers, students, parents and sponsors of all work-based learning programs.

Exhibit H - Employment Opportunities

H-1	Copies/descriptions of policies, procedures, and criteria considered for hiring, promotion, retention, and tenure including professional and nonprofessional employment applications.
H-2	Employment application forms.
H-3	Job vacancy announcements.
H-4	Promotional opportunity announcements.
H-5	Written criteria used to evaluate job applicants.
H-6	A description of the process used by disabled staff (or qualified applicants) to request reasonable accommodations.
H-7	Requests for accommodation made by disabled staff in the last three years with district response

	attached.
H-8	Copies of negotiated agreements and policies or records for all staff that show the salary scale for the current school year.
H-9	A description of the process used to evaluate staff job performance. Include copies of any forms used for this purpose.

Exhibit I – Facilities (SUBMIT to the state office PRIOR to the review date)

I-1	A current floor plan showing the layout of the school campus, including parking areas.
I-2	<p>For all areas, identify the year of original construction and the dates of later additions or renovations.</p> <ul style="list-style-type: none"> - For any construction or renovation beginning in 1977, 1991 or 1992, please provide the MM/DD/YYYY construction began. There is more than one accessibility standard to consider during these years. - For any construction beginning after June 4, 1977, determine whether ANSI, UFAS, 1991 ADA or 2010 ADA accessibility standards were used by the architects. <p>Accessibility Standard, and corresponding timeframe:</p> <p>Readily Accessible Standards (RA): Construction prior to June 4, 1977</p> <p>American National Standards (ANSI): June 4, 1977 – January 17, 1991</p> <p>Uniform Federal Accessibility Standards (UFAS): January 18, 1991 – January 26, 1992</p> <p>UFAS or 1991 ADA Standards: January 27, 1992 – September 14, 2010</p> <p>UFAS, 1991 ADA Standards or 2010 ADA Standards: September 15, 2010 –March 14, 2012</p> <p>2010 ADA Standards: March 15, 2012 – Present</p>

Other documentation may be requested by the reviewer during the review.

Civil Rights Review: <http://doe.sd.gov/oatq/civilrights.aspx>